



**2021-2023 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021**

NOGA ID [Redacted]

Authorizing legislation **Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement**

This LOI application must be submitted via email to loiapplications@tea.texas.gov.
 The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.
 TEA must receive the application by **11:59 p.m. CT, April 21, 2021**.

Grant period from **June 8, 2021-September 30, 2023**
 Pre-award costs permitted from **Award Date**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
 2. Pathway 1: Pathway 1 Supplemental Pathway Attachment
 3. Pathway 2: Pathway 2 Supplemental Pathway Attachment
- NOTE: All applicants MUST submit an appropriate Supplemental Pathway Attachment for EACH CAMPUS on behalf of which the applicant is applying.**

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [Redacted]

Applicant Information


Organization **Winnsboro Ind. School District** CDN **250907** Campus **Winnsboro Elem** ESC **7** DUNS **100077254**
 Address **310 West Coke Road** City **Winnsboro** ZIP **75494** Vendor ID **756002795**
 Primary Contact **Dr. Pam Gambrel** Email **pam.gambrel@winnsboroisd.org** Phone **903-342-3737**
 Secondary Contact **Mrs. Pam Norwood** Email **pam.norwood@winnsboroisd.org** Phone **903-342-3737**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name **Mr. Dave Wilcox** Title **Superintendent**
 Email **dave.wilcox@winnsboroisd.org** Phone **903-342-37327**
 Signature  Date **4/21/21**

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT permitted for this grant.

Number of Campuses Included in this Application

Pathway 1	<input type="text" value="1"/>
Pathway 2	<input type="text" value="0"/>

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with the requirements of Every Student Succeeds Act Provisions and Assurances.
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. Title I served Federally Identified campuses awarded this grant will engage in the Effective Schools Framework (ESF) continuous improvement process and create a plan to be submitted to TEA that addresses the selected pathway aligned to the Essential Actions (EA) from the ESF.
- 8. The applicant ensures it will notify the Vetted Improvement Program provider of intent to apply and, if awarded, will work in good faith with the Vetted Improvement Program.
- 9. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

Statutory/Program Assurances, cont'd.

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 13. The applicant provides assurance it will participate in all grant requirements including but not limited to an ESF Self-Assessment, and ESF Diagnostic, developing a web-based improvement plan, submission of funding and pathway progress reports.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

Based on the 2018-2019 state ratings, Winnsboro Elementary (WES) was identified as a Targeted Campus. Therefore, the WES administration designated a Targeted Improvement Plan (TIP) committee to administer a ESF self-assessment. The TIP committee at Winnsboro Elementary conducted the ESF self-assessment during the 2019-2020 school year, and they identified two LEVER areas to be addressed. The two LEVERS they chose to focus on during the 2019-2020 school year were LEVER 4: High Quality Curriculum and LEVER 5: Effective Instruction.

During the 2020-2021 school year, the new elementary and intermediate principals took the Texas Instructional Leadership (TIL) Readiness Assessment and they identified (1) data driven instruction and (2) observation and feedback as being the two focus areas for instructional leadership capacity building.

The previous experience of using the ESF Self-Assessment to develop a Targeted Improvement Plan for Winnsboro Elementary School (WES) and the the data gathered from the Texas Instructional Leadership (TIL) Inventory that the elementary and intermediate school principals completed will be utilized as methods to identify goals for improvement for Winnsboro Elementary School and its feeder pattern Winnsboro Memorial Intermediate School (WMIS).

If awarded the grant, the assistant superintendent , elementary and intermediate school principals, Student Services Coordinator, and appointed designees from each campus will join the TIL cohort at Region VII to receive training in observation feedback and data-driven instruction. They will be provided with four days of formal training, monthly implementation support meetings, and monthly leader coaching sessions. Since WMIS is a recipient campus of WES students, 30% of the grant will be utilized to provide services for the WMIS campus, and the WMIS principal will be one of the TIL team members.

WISD district leadership will support and assist principals in building a data culture on each campus. District leadership will assist principals in delivery of job-embedded professional development necessary to increase teacher's data literacy skills.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

WISD administrators will monitor the progress of Winnsboro Elementary and Winnsboro Memorial Intermediate School by reviewing their web-based campus improvement plans to make sure they align with the district goals. Next, they will assist the principals in collecting evidence, gathering artifacts, making observations, analyzing the current practices, and determining the focus areas of improvement for the current and upcoming year as they prepare to complete the web-based ESF self-assessments.

If awarded the grant, the assistant superintendent, elementary and intermediate principals, Student Services Coordinator, and designee from each campus will participate in the TIL training for observation feedback and data-driven instruction. In addition, a full ESF Diagnostic process will be conducted to train the Campus Leadership Team on the Effective School Framework Actions in the Spring of 2022. Diagnostic phone calls, site-visits and coordination of focus groups necessary to analyze the practices will be included in the process. In addition, the collection of evidence and a report review for action planning will be completed as part of the ESF Diagnostic process.

The TIL team will work together to set goals that coordinate with the web-based Campus Improvement plan performance objectives directly tied to the focus areas from the Effective Schools Framework self-assessment results. A monitoring plan will be developed to track the implementation of the goals and performance objectives. The plan will be monitored by the TIL team and Site Base Committees four times a year.

In the event that the implementation of the plan is unsuccessful, the TIL team will reevaluate the steps being taken and develop a new plan of action to adjust the goals and objectives. If the program is off track, the TIL team will meet with the principals and the Region VII representative to redirect the focus to develop an optimum outcome to be able to reach the annual goals that were developed.

Goals, Objectives, and Strategies, Performance and Evaluation

1. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility to the awarded campus, that enables full and effective implementation of the Effective Schools Framework Essential Actions aligned web-based Improvement Plan.

In an effort to successfully implement the Effective Schools Framework Essential Actions, WISD will provide the assistant superintendent, elementary and intermediate principals, Student Services Coordinator, and campus designees with the time and resources to attend the TIL Observation Feedback and Data-Driven Instruction trainings through Region VII. Next, they will arrange time for the administrative team to do a deep data analysis dig for each of their campuses. During this time, the principals will receive assistance in identifying the areas of concern as well as determining the academic needs for their campuses.

Practices and policies that need to be established to implement ideas and concepts gained from the trainings will be developed. In addition, schedules will be arranged to allow the principals and teachers to participate in data meetings so they can study the data and create action plans for improving instruction. As new practices are implemented, teachers may need release time to engage in job-embedded professional development.

WES and WMIS will also develop assessment calendars that show when tests, data meetings, and universal assessments are being administered or conducted. Practices and procedures will be put in place to establish an approach on how to address issues that may arise during the process. Any problems identified will be addressed and the TIL team will determine how to address the problems and develop an appropriate solution to assist them in moving forward.

If awarded the grant, the development of the TIL team would provide a structure for continuous coaching from campus leaders to teachers. Coaching sessions will be documented and kept in a log to track each session and the progress made. The elementary and intermediate principals will compile and submit quarterly reports to the superintendent and assistant superintendent depicting the progression of the observation feedback results and the data-driven instruction that has taken place on each campus.

In the Spring of 2022, a complete ESF Diagnostic will take place. This service will include Campus Leadership Training (CLT) on the Effective Schools Framework, diagnostic phone calls, site-visits, coordination of focus groups for the analysis of practice, evidence collecting and reporting, and report review for action planning.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Winnsboro ISD is dedicated to providing their students, teachers, and administrators with the very best educational support system available to the best of their financial ability. Being in a rural area with a limited tax base presents a huge challenge to provide additional funding for programs; however, WISD considers the need to provide additional academic and leadership support as a high priority for our students, teachers, and administrators.

The proposed budget will fulfill the need to provide TIL training in the areas of Observation Feedback and Data-Driven Instruction for the assistant superintendent, elementary and intermediate school principals, Student Services Coordinator, and designees from each campus. This additional training will complement the objectives and goals of their Campus Improvement Plans and in enhancing instructional leadership capacity building.

No new personnel will be funded with this position; however, staff assigned the role of grant manager/project director will devote one day per week to this role. Therefore, \$25,668 has been allocated in the budget to cover this cost. In addition, \$3,000 was budgeted for the grant accountant/bookkeeper.

A portion of the budget will be set aside to provide professional development for the teachers based on the needs identified. In addition, an allotment will be budgeted to allow for substitutes to cover for the teachers while the principals meet with them to review the observation feedback sessions as well as to participate in data analysis meetings.

WISD already subscribes to the Data Management Assessment and Curriculum (DMAC) membership that is offered by Region VII. However, WES does not have a scanning machine to score assessments utilizing the TEKS Assessment Generator (TAG) program. If awarded the grant, a printer would be purchased for WES to be able to create and scan the DMAC TAG assessments.

Pending the funding available, WISD will consider using Title I, Early Childhood, and local funding to continue providing the services that were incorporated during the grant period.

Budget Narrative, cont'd.

2. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received under this grant.

WISD will align with the Federal, State, and local resources by setting aside money in the local budget to continue providing the assistance that the elementary and intermediate campuses may need to assist them in meeting the ESF Framework goals. The district will use Title funds, Early Childhood Allotment, State Comp Ed. and local funds to assist in providing the necessary services. In addition, WISD was recently awarded the Resilient School Support Program (RSSP) grant, and that grant that will compliment the ESF-Focused Support grant by providing extra external support from The New Teacher Project (TNTP).

There is not an excess of discretionary funds because they are all allotted for salaries. Therefore, there are limited funds allotted for leadership development ad professional development due to budgetary restrictions. Investing money in the development of principals would move forward the process of improving their leadership skills as the instructional coaches for the teachers. In addition, the Data-Driven Instruction training would assist them in having a school that is productive and effective using their data rather being a school that is data rich and action poor. This grant would be used to provide the assistant superintendent, elementary and intermediate principals, Student Services Coordinator, and campus designees with the TIL training that is being offered by Region VII.

The federal and state instructional numbers have increased; therefore, WISD is struggling to provide Tier I instructional support. The implementation of observation feedback and data-driven instruction would help close the gaps and fewer students would need Tier II and Tier III instruction.

If awarded the grant, the funds would allow for an upgrade in teacher practices as they develop the skills to improve Tier I instruction to diversify Tier II and Tier III instruction.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment